

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



South Carolina  
Department of Education

Together, we can.

### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** Rosenwald Middle

**District:** Darlington County Schools

**Principal:** Ms. Kim Mason

**Superintendent:** Dr. Rainey Knight

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card**
  - **School Profile (students, teachers, school)**
  - **Population diversity (refer to Performance of Student Groups)**
  - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format with brief explanation of data**
  - **Test Data (PACT/HSAP/EOC Exams)**
  - **Graduation rate (if applicable)**
  - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

### **Demographics**

Rosenwald Elementary/Middle School is located in Society Hill, South Carolina approximately 16 miles north of the county seat in Darlington, SC. Seventh grade was added to Rosenwald Elementary in year 2006-2007 and eighth grade in year 2007-2008 to create Rosenwald Elementary/Middle School. The current enrollment is 196 students in grades 4K – 8 of which 57 students are enrolled in grades 6-8. The school population is comprised of 97.2% African American and 2.8% Caucasian. Forty-nine (49) percent are male students and 51 percent are female students. Ninety (90) percent of the students qualify for free or reduced lunch. Five percent of the students receive exceptional education services.

### **Staff**

Rosenwald Elementary/Middle has 20 certified staff members. Two are long-term substitutes in related arts, and there are four paraprofessionals. The staff is composed of 19 females and 1 male. Four of the teachers are new to the district this year, and eight teachers are new to their position this year. Four teachers have been in the profession for less than five years. Twelve of the staff members have advanced degrees. The principal has five years experience at the school. Rosenwald Middle School has four teachers of which three teach the four core subjects.

### **PACT Data**

There are no subgroups at Rosenwald Middle School because of the small number of students. There are only 57 students in grades 6-8. There is a lack of comprehensive data since grade 7 was added in 2006-2007, and grade 8 was added 2007-2008.

***English/Language Arts PACT Performance***

	<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
6 <sup>TH</sup> Grade	52.8	58.3	20.0	30.6	33.3	73.3	11.1	8.3	6.7	5.6	0.0	0.0
7 <sup>th</sup> Grade	NA	NA	52.4	NA	NA	47.6	NA	NA	0	NA	NA	0.0
8 <sup>th</sup> Grade	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

***Mathematics PACT Performance***

	<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
6 <sup>TH</sup> Grade	16.7	16.7	13.3	55.6	54.2	46.7	25.0	20.8	40.0	2.8	8.3	0.0
7 <sup>th</sup> Grade	NA	NA	17.4	NA	NA	78.3	NA	NA	0.0	NA	NA	0.0
8 <sup>th</sup> Grade	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

***Science PACT Performance***

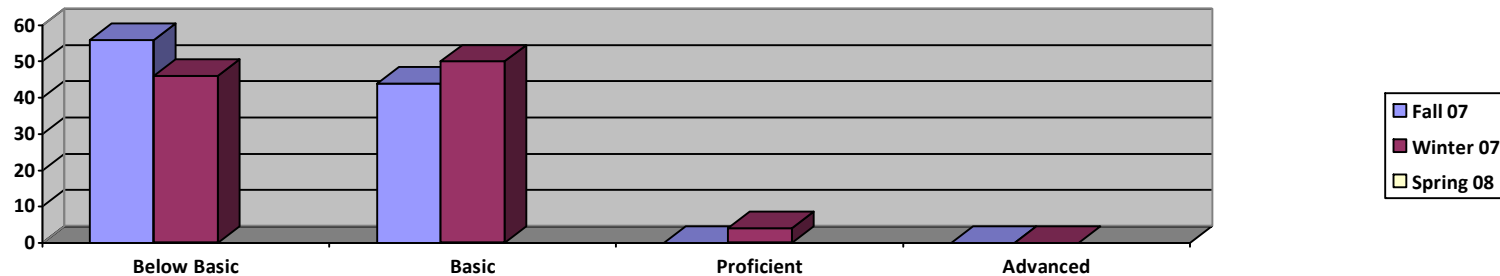
	<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
6 <sup>TH</sup> Grade	75.0	84.0	58.3	16.7	16.0	41.7	5.6	0.0	0.0	2.8	0.0	0.0
7 <sup>th</sup> Grade	NA	NA	26.1	NA	NA	26.1	NA	NA	8.7	NA	NA	0.0
8 <sup>th</sup> Grade	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

***Social Studies PACT Performance***

	<b>Below Basic</b>			<b>Basic</b>			<b>Proficient</b>			<b>Advanced</b>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
6 <sup>TH</sup> Grade	63.9	64.0	77.8	33.3	36.0	22.2	2.8	0.0	0.0	0.0	0.0	0.0
7 <sup>th</sup> Grade	NA	NA	87.0	NA	NA	8.7	NA	NA	0.0	NA	NA	4.3
8 <sup>th</sup> Grade	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

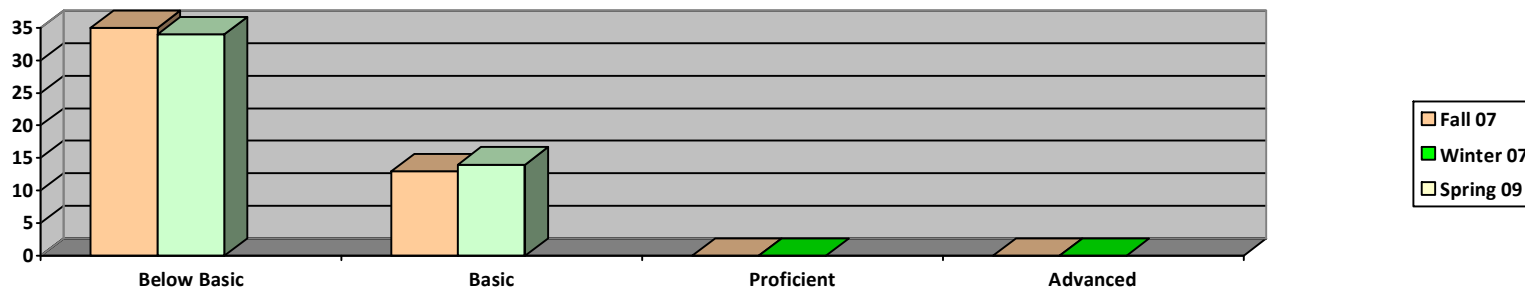
## **MAP Data**

**Reading MAP Data 2007-2008**



From the Fall 2007 testing to the Winter 2007 testing, six students went up one level for a 15% gain.

**Math MAP Data 2007-2008**



From Fall 2007 to the Winter 2007 MAP testing, overall one student went up one level for a 2% gain.

## **Analysis of Data**

Student achievement data, teacher quality factors, and school climate conditions were evaluated along with the School Renewal Plan. The PACT data for English/Language Arts, Mathematics, Science and Social Studies were analyzed. The MAP data for the current year were reviewed for current achievement levels. Completion of a comprehensive needs assessment revealed a prioritized need in all core subject areas. Strengths, concerns, and opportunities were determined, and members developed the goals and strategies based on research. There were no deficiencies listed in the ERT report.

### **Summary of Process**

Since Rosenwald Elementary/Middle School has a small number of staff members, all 6<sup>th</sup> through 8<sup>th</sup> grade staff members were included in the process along with the School Leadership Team, and district personnel. The different data were presented to the group on student achievement, the school's absolute rating, and expected gains. Each group member silently generated root causes for the low achievement. After a round robin reporting, a group consensus was reached for areas of improvement and needs. Small groups were developed for further analysis of trends and targets. Research on improving achievement and best practices were presented and discussed. Goals and strategies were developed and approved by the group.

### **Research-Based Strategies**

Research tells us that the single most important factor in improving student achievement is effective teaching. Three years of effective teaching can result in a 35- to 50-percentile gain (Pianta, 2007). Rosenwald has implemented the Teacher Advancement Program (TAP), which gives teachers the opportunities to learn better teaching strategies and holds them accountable for their performances. The school has chosen to implement this program through language arts along with Balanced Literacy. Balanced Literacy is the U.S. Department of Education's prescription for bringing together the best of reading research (Zemelman, et al, 1998). TAP will be implemented into the other core courses—mathematics, science, and social studies. Another characteristic of high performing schools is the curriculum, instruction and assessment are aligned with state standards (OSPI, 2003). Largest gains in test scores are achieved when instruction is aligned with the test contents. (Cawelti, 2001). Aligning instruction and assessment with the standards will ensure standards-based instruction and assessment. The administrative team, the district coordinator, and SCDE personnel will provide professional development in assessment, curriculum, and instruction.

In Math, research shows that student performance on word problems is generally 10-30% below those on comparable problems in numeric format. The foremost practice of successful teachers is that they focus on helping students understand the ideas behind the mathematical processes (Heibert and Stigler). To address the math goal, professional development on best practices with an emphasis on problem solving will be provided. Problem solving is the focus of a curriculum that fosters the development of mathematical power. Reasoning is fundamental to knowing and doing mathematics. (ZDH, 1998).

The ideas and best practices for science and social studies were researched and based on *Best Practice: New Standards for Teaching and Learning in America's Schools* (Zemelman, et al, 1998) and *Stirring the Head, Heart, and Soul: Redefining Curriculum and Instruction* (Erickson, 2001).

**Meeting Expected Progress**

Based on the identified needs and research, on-going staff development will be provided in the areas of effective teaching (TAP), Balanced Literacy, alignment of instruction and assessment, and best practices. Measurement of Academic Progress (MAP), which is correlated to the South Carolina standards, will be used to determine the gains for reading and math. Teachers are targeting students in the MAP RIT group for differentiated instruction. MAP will be given three times by the March review. Seventeen of the students will need to move up one performance level to meet the improvement goal of 30% for reading and math. Fall and spring benchmark tests aligned with PACT will be given to measure gains for science and social studies.

Data will be reviewed monthly from various sources such as PACT, MAP, Success Maker lab reports, and benchmark tests to determine the success of the goals. Weekly and monthly meetings will provide opportunities for feedback, planning, and implementation of activities for implementation of best practices and aligning instruction and assessment. The staff will be provided current research-based practices in education to ensure improvement in student achievement. Our 2007 absolute rating was 2.3 therefore, we need to increase our rating by at least .3 in this year to meet expected progress.

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

<b>DATE</b>	<b>ACTIVITY</b>	<b>PERSON RESPONSIBLE</b>
<b>July 2008</b>	Implementation/monitoring of FSRP	Principal
	Implementation of TAP	Principal, Master/Mentor Teachers, Instructional Coach
<b>August 2008</b>	Professional Development-Standards Alignment	Principal
	Lesson Plan (Weekly)	Principal, Master/Mentor Teachers, Instructional Coach
	Implementation/monitoring of FSRP	Principal
<b>September 2008</b>	Fall MAP	Cindy Glanville, Phyllis Foster
	Fall Science Benchmark	Carmen Barr
	Lesson Plan (Weekly)	Principal, Master Teachers, Instructional Coach
	Assessments (Weekly)	Principal, Master Teachers, Instructional Coach
	Success Maker analysis	Principal
	Analysis of MAP data	Principal, Master Teachers, Instructional Coach
	Implementation/monitoring of FSRP	Principal
	Implementation of TAP	Principal, Master/Mentor Teachers, Instructional Coach

<b>October 2008</b>	Data Conferences	Principal
	Lesson Plan (Weekly)	Principal, Master Teachers, Instructional Coach,
	Assessments (Weekly)	Principal, Master Teachers, Instructional Coach
	Implementation of TAP	Principal, Master/Mentor Teachers, Instructional Coach
	Implementation/monitoring of FSRP	Principal
<b>November 2008</b>	Data Conferences	Principal
	Lesson Plan (Weekly)	Principal, Master Teachers, Instructional Coach,
	Assessments (Weekly)	Principal, Master Teachers, Instructional Coach
	Implementation of TAP	Principal, Master/Mentor Teachers, Instructional Coach
	Analysis of MAP	Principal, Master Teachers, Instructional Coach
	Implementation/monitoring of FSRP	Principal
<b>December 2008</b>	Data Conferences	Principal
	Lesson Plan (Weekly)	Principal, Master Teachers Instructional Coach,
	Assessments (Weekly)	Principal, Master Teachers, Instructional Coach
	Winter MAP	Cindy Glanville, Phyllis Foster
	Implementation of TAP	Principal, Master/Mentor Teachers, Instructional Coach
	Implementation/monitoring of FSRP	Principal
<b>January 2009</b>	Data Conferences	Principal
	Lesson Plan (Weekly)	Principal, Master Teachers, Instructional Coach
	Assessments (Weekly)	Principal, Master Teachers, Instructional Coach
	Implementation of TAP	Principal, Master/Mentor Teachers, Instructional Coach
	Implementation/monitoring of FSRP	Principal
<b>February 2009</b>	Data Conference	Principal
	Lesson Plan (Weekly)	Principal, Master Teachers, Instructional Coach
	Assessments (Weekly)	Principal, Master Teachers, Instructional Coach



	Implementation of TAP	Principal, Master/Mentor Teachers, Instructional Coach
	Analysis of MAP	Principal, Master Teachers, Instructional Coach
	Spring Science Benchmark	Carmen Barr
	Implementation/monitoring of FSRP	Principal
<b>March 2009</b>	Data Conferences	Principal
	Lesson Plan (Weekly)	Principal, Master Teachers, Instructional Coach
	Assessments (Weekly)	Principal, Master Teachers, Instructional Coach
	Spring MAP	Cindy Glanville, Phyllis Foster
	Implementation of TAP	Principal, Master/Mentor Teachers, Instructional Coach
	Implementation/monitoring of FSRP	Principal
<b>April 2009</b>	Data Conferences	Principal
	Lesson Plan (Weekly)	Principal, Master Teachers, Instructional Coach
	Assessments (Weekly)	Principal, Master Teachers, Instructional Coach
	Implementation of TAP	Principal, Master/Mentor Teachers, Instructional Coach
	Implementation/monitoring of FSRP	Principal
<b>May 2009</b>	Data Conferences	Principal
	Lesson Plan (Weekly)	Principal, Master Teachers, Instructional Coach
	Assessments (Weekly)	Principal, Master Teachers, Instructional Coach
	Implementation of TAP	Principal, Master/Mentor Teachers, Instructional Coach
	Implementation/monitoring of FSRP	Principal

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1: By April 1, 2009, 30% of the students in grades 6-8 will increase one RIT band in reading as measured by Fall 2008 MAP RIT scores compared to Spring 2009 MAP RIT scores.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Use standard driven instruction by developing and implementing lesson plans based on SC curriculum standards	Mason, Principal Master Teachers, Hopkins & Bostic	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Teachers will develop weekly lesson plans based on standards.</li> <li>❖ Teachers will submit lesson plans weekly to Principal and/or Master Teachers for assessment and/or written feedback.</li> <li>❖ Principal or designee will provide documentation and/or written feedback on lesson plans weekly.</li> <li>❖ Master teachers will provide additional coaching and follow-up as needed on lesson plans to ensure standards driven lesson plans. All sessions with master teachers will be documented as part of TAP implementation</li> </ul>
Develop assessments aligned with the standards	Mason, Principal Master Teachers, Hopkins & Bostic	Sept. 2008	<ul style="list-style-type: none"> <li>❖ Teachers will develop weekly assessments aligned to standards.</li> <li>❖ Teachers will submit to principal weekly assessments based on standards in conjunction with lesson plans.</li> <li>❖ Teachers will include the standard number addressed by each test item as documentation.</li> <li>❖ Principal and/or master teacher will analyze test items at least twice per month and provide written feedback to teachers validating standards specific assessments.</li> <li>❖ Master teachers will provide additional coaching</li> </ul>

			and follow-up as needed on developing assessments aligned with standards. All sessions with master teachers (cluster or individual) will be documented as part of TAP implementation.
Use Balanced Literacy model in reading to increase student achievement	Mason, Principal Master Teachers, Hopkins & Bostic	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Teachers will document use of balanced literacy in weekly lesson plans.</li> <li>❖ Principal will conduct weekly observations as well as review of lesson plans as documentation of Balanced Literacy model.</li> <li>❖ Principal will provide written feedback on overall lesson plans as needed to ensure that model is implemented.</li> </ul>
Implement TAP instructional model in all content areas	Principal, Master Teachers, Instructional Coach, Teachers	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Master teachers will conduct weekly cluster meetings on the TAP model.</li> <li>❖ All content area teachers will attend all TAP cluster meetings.</li> <li>❖ Master teachers will model for content area teachers strategies and expectations of TAP model.</li> <li>❖ Principal and/or master teachers will conduct weekly observations in classrooms and will collect documentation of implementation of TAP model.</li> <li>❖ Observations will be based on TAP rubric.</li> <li>❖ Weekly and ongoing feedback will be provided to teachers by principals and/or master teachers.</li> <li>❖ Master teachers will collect necessary artifacts as documentation of implementation of TAP model in all content areas.</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2: By April 1, 2009, 30% of the students in grades 6-8 will increase one MAP RIT band score in math as measured by Fall 2008 MAP RIT scores compared to Spring 2009 MAP RIT scores.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use standard driven instruction by developing and implementing lesson plans based on the standards	Mason, Principal Master Teachers, Hopkins & Bostic Teachers	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Teachers will develop weekly lesson plans based on standards.</li> <li>❖ Teachers will submit lesson plans weekly to Principal and/or Master Teachers for assessment and/or written feedback.</li> <li>❖ Principal or designee will provide documentation and/or written feedback on lesson plans weekly.</li> <li>❖ Master teachers will provide additional coaching and follow-up as needed on lesson plans to ensure standards driven lesson plans. All sessions with master teachers will be documented as part of TAP implementation.</li> </ul>
Develop assessments aligned with the standards	Mason, Principal Master Teachers, Hopkins & Bostic Teachers	Sept. 2008	<ul style="list-style-type: none"> <li>❖ Teachers will develop weekly assessments aligned to standards.</li> <li>❖ Teachers will submit to principal weekly assessments based on standards in conjunction with lesson plans.</li> <li>❖ Teachers will include the standard number addressed by each test item as documentation.</li> <li>❖ Principal and/or master teacher will analyze test items at least twice per month and provide written feedback to teachers validating standards specific assessments.</li> </ul>

			<ul style="list-style-type: none"> <li>❖ Master teachers will provide additional coaching and follow-up as needed on developing assessments aligned with standards. All sessions with master teachers (cluster or individual) will be documented as part of TAP implementation.</li> </ul>
Use Best Practices in Math lessons to increase student achievement	Mason, Principal Master Teachers, Sims & Bostic Teachers	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Teacher will document use of Best Practices in math in lesson plans.</li> <li>❖ Lesson plans will list strategies and practices used weekly.</li> <li>❖ Teachers will submit lesson plans weekly to Principal and/or Master Teachers for assessment and/or written feedback.</li> <li>❖ Principal and/or master teacher will provide documentation and/or written feedback on lesson plans weekly.</li> </ul>
Implement TAP instructional model in all content areas	Mason, Principal Master Teachers, Hopkins & Bostic Teachers	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Master teachers will conduct weekly cluster meetings on the TAP model.</li> <li>❖ All content area teachers will attend all TAP cluster meetings.</li> <li>❖ Master teachers will model for content area teachers strategies and expectations of TAP model.</li> <li>❖ Principal and/or master teachers will conduct weekly observations in classrooms and will collect documentation of implementation of TAP model.</li> <li>❖ Observations will be based on TAP rubric.</li> <li>❖ Weekly and ongoing feedback will be provided to teachers by principals and/or master teachers.</li> <li>❖ Master teachers will collect necessary artifacts as documentation of implementation of TAP model in all content areas.</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3: By April 1, 2009, 80% of the students in grades 6-8 will increase by 20% in Science from the fall '08 district benchmark to the Spring '09 district benchmark tests administered in the fall and spring.**

Note: The Darlington County Science benchmark was developed by the secondary coordinator and a committee of science teachers and assesses the range of middle level science standards. The test was developed to be PACT-like and consists of all multiple choice questions.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use standard driven instruction by developing and implementing lesson plans based on SC curriculum standards	Mason, Principal Master Teachers, Hopkins & Bostic Teacher	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Teachers will develop weekly lesson plans based on standards.</li> <li>❖ Teachers will submit lesson plans weekly to Principal and/or Master Teachers for assessment and/or written feedback.</li> <li>❖ Principal or designee will provide documentation and/or written feedback on lesson plans weekly.</li> <li>❖ Master teachers will provide additional coaching and follow-up as needed on lesson plans to ensure standards driven lesson plans. All sessions with master teachers will be documented as part of TAP implementation.</li> </ul>
Develop and use assessments aligned to the standards and PACT-like questions	Mason, Principal Master Teachers, Hopkins & Bostic Teacher	Sept. 2008	<ul style="list-style-type: none"> <li>❖ Teachers will develop weekly assessments aligned to standards.</li> <li>❖ Teachers will submit to principal weekly assessments based on standards in conjunction with lesson plans.</li> <li>❖ Teachers will include the standard number addressed by each test item as documentation.</li> <li>❖ Principal and/or teacher master will analyze test</li> </ul>

			<p>items at least twice per month and provide written feedback to teachers validating standards specific assessments.</p> <ul style="list-style-type: none"> <li>❖ Master teachers will provide additional coaching and follow-up as needed on developing assessments aligned with standards. All sessions with master teachers (cluster or individual) will be documented as part of TAP.</li> <li>❖ Teachers will develop practice questions in the same format as PACT test.</li> </ul>
Use hands-on inquiry to cement student's understanding of scientific concepts	Mason, Principal Master Teachers, Hopkins & Bostic Teacher	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Teachers will develop weekly lesson plans based on standards.</li> <li>❖ At least once per month, elementary teachers will include in their weekly lesson plans activities with hands-on inquiry.</li> <li>❖ Teachers will submit lesson plans weekly to Principal and/or Master Teachers for assessment and/or written feedback.</li> </ul>
Use spiraling daily to reinforce student's understanding of scientific concepts	Mason, Principal Master Teachers, Hopkins & Bostic Teacher	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Teachers will develop weekly lesson plans with spiraling questions.</li> <li>❖ Teachers will submit lesson plans weekly to Principal and/or Master Teachers for assessment and/or written feedback.</li> <li>❖ Principal or designee will provide documentation and/or written feedback on lesson plans weekly.</li> <li>❖ Master teachers will provide additional coaching and follow-up as needed on lesson plans to ensure standards driven lesson plans. All sessions with master teachers will be documented as part of TAP.</li> </ul>
Implement TAP instructional model in all content areas	Mason, Principal Master Teachers, Hopkins & Bostic	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Master teachers will conduct weekly cluster meetings on the TAP model.</li> <li>❖ All content area teachers will attend all TAP cluster meetings.</li> <li>❖ Master teachers will model for content area teachers strategies and expectations of TAP model.</li> <li>❖ Principal and/or master teachers will conduct weekly observations in classrooms and will</li> </ul>

			<p>collect documentation of implementation of TAP model.</p> <ul style="list-style-type: none"> <li>❖ Observations will be based on TAP rubric.</li> <li>❖ Weekly and ongoing feedback will be provided to teachers by principals and/or master teachers.</li> <li>❖ Master teachers will collect necessary artifacts as documentation of implementation of TAP model in all content areas.</li> </ul>
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, 85% of core teachers will demonstrate alignment between standards and instruction as evidenced by 30% of students in grades 6-8 increasing one MAP RIT band in reading as measured by Fall 2008 MAP RIT scores compared to Spring 2009 MAP RIT scores.**

Note: In review of weekly lesson plans, Principal will note weekly alignment for 28 weeks. A successful teacher will demonstrate alignment 21 of 28 weeks or at least 75% of the time.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development on alignment of curriculum, instruction, and assessment to the standards	Principal Mason Master Teachers, Hopkins and Bostic, Instructional Coach, Glanville	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Principal will serve as a clearinghouse for most recent MAP and PACT data and provide data to teachers as requested and needed.</li> <li>❖ Principal will provide funding to ensure that each teacher has a data notebook to collect data.</li> <li>❖ Principal will provide student data to teachers in an understandable, disaggregated format for Analysis in September, December, and February as documented by data notebooks.</li> <li>❖ Principal will assist teachers in data analysis as documented by meeting agenda and data conference notes.</li> </ul>
Monitor lesson plan weekly to ensure alignment of instruction to the standards	Principal Mason Master Teachers,	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Principal will meet with core teachers on a monthly basis to review and analyze PACT and MAP data.</li> <li>❖ Principal will meet with core teachers along with Master teachers on a monthly basis to</li> </ul>

	Hopkins and Bostic, Instructional Coach, Glanville		<p>discuss student progress and set new goals for students.</p> <ul style="list-style-type: none"> <li>❖ Principal notes and logs will document goal setting conferences with teachers</li> </ul>
Monitor assessment to ensure alignment to standards	Principal Mason Master Teachers, Hopkins and Bostic, Instructional Coach, Glanville	Sept. 2008	<ul style="list-style-type: none"> <li>❖ Principal will collect weekly lesson plans to monitor assessments.</li> <li>❖ Principal and/or teacher master will analyze test items at least twice per month and provide written feedback to teachers validating standards specific assessments.</li> <li>❖ Master teachers will provide additional coaching and follow-up as needed on developing assessments aligned with standards. All sessions with master teachers (cluster or individual) will be documented as part of TAP.</li> </ul>
Develop and implement a classroom observation schedule to ensure ongoing monitoring of instruction	Principal Mason Master Teachers, Hopkins and Bostic, Instructional Coach, Glanville	Sept. 2008	<ul style="list-style-type: none"> <li>❖ Principal will develop a classroom observation schedule to ensure ongoing (formal and informal) monitoring of teaching and learning.</li> <li>❖ Principal's monthly calendar will document frequency of classroom observations.</li> <li>❖ Principal will meet weekly and/or on an ongoing basis with master teachers to ensure ongoing classroom observations as required by TAP Program.</li> <li>❖ Principal will maintain observation notes (formal and informal) as documentation of ongoing classroom observations.</li> </ul>
Implement TAP instructional model in all content areas	Principal Mason Master Teachers, Hopkins and Bostic, Instructional Coach, Glanville	Aug. 2008	<ul style="list-style-type: none"> <li>❖ Principal will attend and document attendance in select weekly cluster meetings</li> <li>❖ Principal will provide time for all content area teachers to attend all weekly TAP cluster meetings.</li> <li>❖ Principal and/or master teachers will conduct weekly observations in classrooms and will collect documentation of implementation of TAP model.</li> <li>❖ Principal's weekly observations will be based on TAP rubric.</li> </ul>

			<ul style="list-style-type: none"> <li>❖ Weekly and ongoing feedback will be provided to teachers by principals and/or master teachers.</li> <li>❖ Master teachers will collect necessary artifacts as documentation of TAP model in all content areas.</li> </ul>
Provide modeling to demonstrate effect instructional delivery in all content areas	Principal Mason Master Teachers, Hopkins and Bostic, Instructional Coach, Glanville	Aug 2008	<ul style="list-style-type: none"> <li>❖ Master Teachers will provide modeling of effect teaching including strategies and the indicators of the instructional component of TAP weekly.</li> <li>❖ Master Teachers will provide modeling in the teacher's classroom as needed and/or requested.</li> <li>❖ Master Teachers will maintain a log of modeling for all teachers.</li> <li>❖ Principal will monitor the need for in class modeling and facilitate the modeling as needed.</li> </ul>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, 100% of core teachers will demonstrate mastery of the analysis of data (MAP, PACT, and Benchmarks) as evidenced by 30% of the students in grades 3-5 increasing one RIT band in math as measured by Fall 2008 MAP scores compared to to Spring 2009 MAP scores.**

Note: The data sheets consists of breakdown of student performance on MAP, PACT, and Benchmarks and includes teacher goals for student. The data will be discussed and analysis monitored during cluster meetings. All data sheets will be incorporated into the teacher's TAP Cluster notebook.

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/ Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide data and assist teachers in the analysis of data monthly	Principal Mason Master Teachers, Bostic and Hopkins Instructional Coach, Glanville	Sept 2008	<ul style="list-style-type: none"> <li>❖ Principal will serve as a clearinghouse for most recent MAP and PACT data and provide data to teachers as requested and needed.</li> <li>❖ Principal will provide funding to ensure that each teacher has a data notebook to collect data.</li> <li>❖ Principal will provide student data to teachers in an understandable, disaggregated format for Analysis in September, December, and February as documented by data notebooks.</li> <li>❖ Principal will assist teachers in data analysis as documented by meeting agenda and data conference notes.</li> </ul>
Meet monthly to ensure progress of targeted students by monitoring student growth	Principal Mason Master Teachers, Bostic and	Sept 2008	<ul style="list-style-type: none"> <li>❖ Principal will meet with core teachers on a monthly basis to review and analyze PACT and MAP data.</li> <li>❖ Principal will meet with core teachers along with Master teachers on a monthly basis to discuss student progress and set new goals</li> </ul>

	Hopkins, Instructional Coach, Glanville		<p>for students.</p> <ul style="list-style-type: none"> <li>❖ Principal notes and logs will document goal setting conferences with teachers.</li> </ul>
Meet with individual teachers to discuss disaggregated MAP data for instruction	Data analysis promotes increased teacher efficacy and informs instruction. (Principal)	Sept 2008	<ul style="list-style-type: none"> <li>❖ Principal will meet with core teachers on a monthly basis to review and analyze PACT and MAP data.</li> <li>❖ Principal will meet with core teachers along with Master teachers on a monthly basis to discuss student progress and set new goals for students.</li> <li>❖ Principal notes and logs will document goal setting conferences with teachers.</li> </ul>
Design and implement a form for teachers to analyze various assessments	Principal Mason	Sept 2008	<ul style="list-style-type: none"> <li>❖ Principal along with Master Teachers will design a form for teachers to use when disaggregating student data.</li> <li>❖ Principal will maintain a copy of each completed form the teachers submit during the monthly data conferences.</li> </ul>
Hold weekly cluster meetings to discuss student progress and review data	Master Teachers, Hopkins and Bostic, Instructional Coach, Glanville	Sept 2008	<ul style="list-style-type: none"> <li>❖ Principal will attend and document attendance in select weekly cluster meetings.</li> <li>❖ Principal will provide time for all content area teachers to attend all weekly TAP cluster meetings.</li> <li>❖ Teachers will bring student data to cluster meetings weekly and discuss the student performance.</li> <li>❖ Data boards will be maintained in each cluster meeting room reflecting student progress.</li> </ul>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, the district will provide professional development opportunities to faculty and administration in order to assist in attaining the student achievement goals in Math, ELA, Science, and as measured by 30% of students in 6-8 grades gaining one RIT band level in math and reading and 80% increase in science on the Spring 2009 benchmark assessment.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/ Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development for English/language arts for faculty and staff.	Linda Graham, Assistant Superintendent; A. Maybank, Secondary Coordinator	August 2008	Agenda, meeting notes, and sign-in sheets listing names of individuals attending the sessions will be provided. Also, district observations will be done in order to ensure the institution of standards. (Assistant Superintendent and Secondary Coordinator)
Provide professional development on math standards for faculty and staff.	Linda Graham, Assistant Superintendent; Martha Taylor, Math Coordinator	August 2008	Agenda, meeting notes, and sign-in sheets listing names of individuals attending the sessions will be provided. Also, district observations will be done in order to ensure the institution of standards. (Assistant Superintendent and Mathematics Coordinator)
Provide school-based staff development for science, and social studies with staff during planning periods that focus on strategies to assist teachers with teaching	Linda Graham, Assistant Superintendent; A. Maybank, Secondary	September 2008	Agenda, meeting notes, and sign-in sheets listing the names of individuals attending the sessions during their planning period will be provided. Lesson plans will be available in order to show evidence of the institution of strategies,

standards.	Coordinator; Principal		along with classroom observations to ensure strategies and information presented are incorporated into the instructional program. (Assistant Superintendent and Secondary Coordinator)
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

**Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, the district will provide technical assistance to 100% of faculty and administration to assist with the development of classroom lessons that match the SC Standards and the needs of the students of Rosenwald Middle School as measured by 30% of students in 6-8 grades gaining one RIT band level in math and reading and 80% increase in science on the Spring 2009 benchmark assessment.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide model lessons in core subject areas for faculty.	Linda Graham, Assistant Superintendent; Secondary Coordinators; Principal	August 2008	Dates and summary of lessons modeled. Conference notes from teacher and coordinators meetings after the lesson presentation. Teachers will improve their knowledge of effective teaching strategies which will improve the student achievement. (Secondary Coordinators)
Provide benchmark assessments three times during the school year.	Linda Graham, Assistant Superintendent; Secondary Coordinators	October 2008	Data analysis of benchmark results. Benchmark assessments are used to monitor student mastery of curriculum standards. The results inform classroom instruction. (Secondary Coordinators)
Attend planning meetings with teachers to help with the development of model lesson plans.	Secondary Coordinators, Administrators	August 2008	Lesson plans will coordinate with the SC Standards. Appropriate lesson planning is associated with improved teacher performance which yields increased student achievement. (Secondary Coordinators)
Make monthly observations in all core	Linda Graham,	Sept	Observation notes will be entered on a district



classes and provide feedback to administration and teacher.	Assistant Superintendent; A.Maybank, Secondary Coordinator;	2008	feedback form and shared with principal. Principal will share observation notes and recommendations with individual teachers. The Assistant Superintendent will maintain a copy of all feedback forms and meet monthly with principal to discuss the findings. (Secondary Coordinators)
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**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

**Balanced Literacy** employs the fundamentals of letter sound correspondence, word study and decoding as well as holistic experiences in reading, writing, speaking, and listening to create one integrated model that addresses all the facets of literacy.

**Best Practices** are research-based strategies used to improve student achievement. These practices or strategies will be demonstrated during TAP Cluster meetings each week as well as professional development sessions hosted by the district.

**Hands-on Inquiry** involves a series of steps through questioning, observations, organizing data explanation, reflection, and taking action. Science labs will incorporate hands-on inquiry to promote concrete understanding of scientific concepts and phenomena.

**Measures of Academic Progress (MAP)** is a computer based assessment designed to assess and report student progress for academic achievement. MAP is normalized and the software is maintained by NWEA. MAP results are correlated to the state assessment and interpreted based on NWEA guidelines.

**Success Maker** is a computer based program used to reinforce classroom instruction as well as offer extension assignments in reading, language arts, writing and math. It is aligned with curriculum standards and adjusts to the individual student's levels.

**Teacher Advancement Program (TAP)** is a national instructional model that gives teachers the opportunities to learn better teaching strategies throughout a school year and holds them accountable for their classroom performance.